

Griffe Field Primary School 2014 English Curriculum Overview - Year 3



Spoken Language	Reading – Word	Reading - Comprehension	Writing – transcription	Writing – handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Listen and respond appropriately to adults and their peers -Ask relevant questions to extend their understanding and knowledge -Use relevant strategies to build their vocabulary -Articulate and justify answers, arguments and opinions -Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas -Speak audibly and fluently with an increasing command of the Standard English 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes(as etymology and morphology) as listed in Appendix Year 3 both to read aloud and to understand the meaning of new words they meet -Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word 	<p>Pupils should be taught to Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Listening to, discussing a wide range of fiction, poetry, plays, non- fiction and reference books or textbooks - Reading books that are structured in different ways and reading for a range of purposes -Using dictionaries to check the meaning of words that they have read -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally - Identifying themes and conventions in a wide range of books -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -Discussing words and phrases that capture the 	<p>Spelling (see appendix Year 3) Pupils should be taught to:</p> <ul style="list-style-type: none"> -Spell by using further prefixes and suffixes and understand how to add them -Spell further homophones -Spell words that are often misspelt -Place the possessive apostrophe accurately in words with regular plurals (for example girls', boys') and in words with irregular plurals (for example children's) -Use the first two or three letters of a word to check its spelling in a dictionary -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined -Increase the legibility, consistency and quality if their handwriting 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Plan their writing by -Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -Discussing and recording ideas -Draft and write by: -Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures -Organising paragraphs around a theme -In narratives creating settings, characters and plot - In non narrative material, using simple organisational devices (eg subheadings and headings) -Evaluate and edit by - Assessing the effectiveness of their 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Develop their understanding of the concepts set out in Appendix Year 3 -Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -Using the present perfect tense form of verbs in contrast to the past tense -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -Using conjunctions, adverbs and prepositions to express time and cause -Using fronted adverbials -Learning the grammar for Year 3 Appendix Year 3

<p>-Participate in discussions, presentations, performances, role play , improvisations and debates</p> <p>-Gain , maintain and monitor the interest of the listeners.</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contribution of others</p> <p>-Select and use appropriate registers for effective communication</p>		<p>reader's interest and imagination</p> <p>-Recognising some different forms of poetry (eg free verse , narrative poetry)</p> <p>-Understand what they read, in books they can read independently by</p> <p>-Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>-Asking questions to improve their understanding of a text</p> <p>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>- Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>- Retrieve and record information from non - fiction</p> <p>-Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>			<p>own and others writing and suggesting improvements</p> <p>-Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>-Proof read for spelling and punctuation errors</p> <p>-Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>-Indicate grammatical and other features by :</p> <p>-Using commas after fronted adverbials</p> <p>-Indicating possession by using possessive apostrophe with plural nouns</p> <p>-Using and punctuating direct speech</p> <p>-Use and understand the grammatical terminology in Appendix Year 3 accurately and appropriately when discussing their writing and reading</p>
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